

The Linkage Excellence in Management & Leadership Series

# Managing Change

Featuring Spencer Johnson, MD



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## Managing Change

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**SECTION 1**

**Satellite Program Materials**

## Introduction

Welcome to *The 2001 Excellence in Management & Leadership Series* brought to you by Linkage, Inc. This seminar series is designed to help you become a more effective manager and leader. This distance learning program will introduce you to some of the world's outstanding thinkers in the areas of management and leadership. Participating in this program will help you learn the skills you need to manage change.

Today's program, "Managing Change" features Dr. Spencer Johnson. Dr. Johnson has helped many individuals and organizations learn to embrace change as an exciting opportunity. In today's program Dr. Johnson will help you use his simple parable to express complex ideas in simple terms. This story helps organizations and individuals to share and use language that moves change efforts forward.

Specifically the program will provide insight on these competencies:

- Change Management
- Communication

Spencer Johnson is a #1 best selling author and an internationally respected thought leader. He is also a Distinguished Fellow at the Harvard Business School. He is the author or co-author of nine *New York Times* bestsellers, including the #1 best sellers, *Who Moved by Cheese – An A-Mazing Way to Deal with Change at Work and in Life* and *The One Minute Manager*, co-authored with Ken Blanchard. Together these works are among the world's most popular management guides.

The ability of organizations to handle complex changes is critical to their success. Both individuals and organizations find themselves in a world that changes at an increasingly rapid rate, and often they are at a loss as to how to think about these changes and react to them with positive energy. During today's program you will hear Dr. Johnson discuss his famous parable about change. He will describe some of its highlights and most critical lessons for you personally and professionally. He will relate some of the moving stories about how individuals and organizations have used this simple tale to radically alter the way they think about and deal with change.

These participant materials have been designed to complement Spencer Johnson's presentation. Use them to augment or supplement the presentation and to take notes. At the end of Dr. Johnson's presentation you will be able to submit questions via phone, fax or email.

Learning is a mental activity that requires more than passively watching a speaker. Simply watching today's program will not enable you to use the change management skills and knowledge or initiate an immediate change in your organization's culture. Actively using these new skills on a personal level can help you begin to make the language and attitudes your own.

Achieving leadership excellence in the current business environment requires practice and follow-through, as well as reflection. Use the pre-presentation activities on pages 4 & 5 to prepare yourself for the program and after the program think about ways to use the new skills you learn to broaden and deepen your personal knowledge.

### What you will learn

By participating in today's program with Dr. Spencer Johnson you will learn to:

- Change the way you look at change, so that you see it as an opportunity
- Use a language that will help you think about change positively
- Reflect on your own responses to change and learn more effective ones
- Discover how to relate to others in your organization by recognizing four distinct behaviors and attitudes about change
- Develop skills that can help you change and win in any situation

### Pre-presentation activities

First you may want to read or review some of following books authored or co-authored by Spencer Johnson:

- *Who Moved My Cheese? – An A-Mazing Way to Deal with Change in Your Work and in Your Life*, G.P. Putnam's Sons.
- *The One Minute Manager*, with Ken Blanchard, G. P. Putnam's Sons.
- *The Precious Present: The Gift that Makes You Happy Forever*, G. P. Putnam's Sons.
- *The One Minute Sales Person*, with Larry Wilson, G. P. Putnam's Sons.
- *One Minute For Yourself*, G. P. Putnam's Sons.
- *"Yes" Or "No": The Guide to Better Decisions*, G. P. Putnam's Sons.

In addition, take time to read Section 1: Satellite Program Materials prior to attending the program. Familiarizing yourself with the materials and information Spencer Johnson covers in the televised portion of the program will enhance your learning experience.

Moreover, reflect about your characteristic or customary response to change both personally and professionally. Consider some of the following questions and jot down your first thoughts.

- When confronted with a significant change in my life, I initially feel:  
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- Think of a recent change in your life and reflect on how successfully you responded.  
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- What did you do?  
\_\_\_\_\_
- What would you do differently now?  
\_\_\_\_\_
- How does your organization introduce change?  
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- How does your organization describe and talk about changes that occur?  
\_\_\_\_\_
- What would help you deal with changes in your personal and professional life?  
\_\_\_\_\_

Complete the Leadership Assessment Instrument™ (LAI), which appears in Section 2 beginning on page 18. The LAI was researched and developed by Linkage Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills leaders use to put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

Finally, focus on those competency areas and leadership skills identified in the introduction as Spencer Johnson gives his presentation.

## The Cheese Story

Dr. Spencer Johnson is a #1 best selling author and internationally respected thought leader. He developed the Cheese story as a parable to help people think about responding to change in a positive, forward-looking way.

Dr. Johnson developed the story several decades ago to help himself deal with difficult changes that were taking place in his life that. He recounted the story to Ken Blanchard, with whom he had co-authored the renowned book, *The One Minute Manager*. Dr. Blanchard found the story very useful in helping others think positively about change, and consequently encouraged Dr. Johnson to retell the story in book form.

The Cheese story is a basic one about the different ways to respond to change. The Cheese represents something that is important to us that is changing. People tend to resist change and feel that it will bring something bad. Change is seen as destroying something that they value.

The Cheese story helps us to understand the negative consequences of resisting changes that continue to affect us personally and professionally, and at a rapidly increasing rate. It goes further than telling us to react to change. Part of the message in the story is about us preparing to change proactively. The story exhorts us to look for signs, and to see when we should be thinking about the next step and planning the change.

As Dr. Johnson reminds us, the Cheese Story is simple, not simplistic. As Dr. Johnson describes it the concept of simplistic is not being enough. The simplistic approach does not help us with our problems. Simple is different. Something that is truly simple has been brought down to its essential core and is just enough. The story is simple, and just enough so to help us see how to deal effectively with change.

The story also helps us to consider how we characteristically respond to change. Are we so resentful and frightened that we are frozen and unable to do anything helpful? Do we tend to view changes negatively and spend time lamenting on the past? Do we focus on the past in an unrealistic way that prevents us from analyzing what needs to change and be different?

The Cheese story also helps individuals and organizations develop a common view and set of expectations about change. It helps both organizations and individuals dealing with change to have a language that is non-judgmental to describe what is happening and how we may feel and react to changes around us.

We often become fearful when thinking about changes that are not of our doing. The characters in the story help us see that fear is not the problem. Instead, it is what we do with our feelings that matters. Overcoming our fear of change can free us to learn new things, feel younger, and become more energized.

Another central message of the Cheese story is the importance of maintaining your perspective. As Dr. Johnson tells the story and describes its impact, he reminds us to

enjoy ourselves and have fun. Maintaining a sense of humor can go along way to helping us see the things life throws at us with balance. It allows us to deal with our fears and move on to alter our customary way of thinking and acting. Often it is these very mindsets that have kept us frozen and unsuccessful. A sense of humor often enables us to develop new skills, to try new things and see life in a new way.

If we let ourselves, Dr. Johnson tells us, we can get energized and excited about the changes of a new future. This is much more productive than lamenting what we think we've lost. This is true of organizations as well as individuals. Organizations that are stuck in the successes of the past are often doomed to failure in the future. It is those organizations that move, not only to react to change, but that strive to create it that are successful.

It is by enthusiastically aligning ourselves with the organization's changes, that we can help ensure our success in an organization. As a proactive change agent, we will be seen as a valuable asset to the organization and its growth and potential.

Dr. Johnson talks about the importance of moving the Cheese story deeper into the organization. While some have described this as moving the story down to lower level employees, he sees it more as a move towards the greatest need. He reminds us that we are most fearful of change when we feel that it is beyond our control. It is the least empowered members of an organization who will find this a valuable and powerful tool. It will also help the organization engage in a change process that is most likely to be effective and produce positive results.

Next we will consider some key principles of change from the Cheese story.

## Key Principles of Change

### Change Happens - Having Cheese Makes You Happy

Consider what is it about your "Cheese" that you find so valuable. What makes you happy?

We all value certain aspects of our professional and in our personal lives. However, we often don't give much thought to the essence of what we value. Instead, we tend to attach value to a specific job or possession.

Thinking about the essence of what we value can help us to become more flexible and discover how to find it in other places and "things."



**Change Happens - The More Important Your Cheese is to You, the More You Want to Hold on to It.**

When something like our positions are very valuable to us we begin to feel a certain kind of entitlement to things staying the way they are. We take ownership of the way things are and expect them to remain. Any indication of imminent change often causes individuals and organizations to dig in and support the status quo.

This defensive posture is often based on a combination of feelings, including entitlement and fear of the unknown. Both of these feelings lock us into what is and make change difficult and fearful.

**Anticipate Change - If You Do Not Change You Can Become Extinct.**

Often people feel that they shouldn't be forced to change. They see change imposed upon them and feel that if they ignore it and defend themselves well, they can avoid having to change.

In today's rapidly changing technological environment, this is not possible. You will become extinct. Extinction can take on different looks. It can mean that your business fails to prosper and maybe even goes under because you didn't change quickly and smartly enough.

It may mean that you get sidelined professionally because you are not seen as someone who adds value by keeping up or even ahead of what's needed for your organization to be successful.

In terms of your personal life, changes in family members, relationships and situations may require you to change how you think and act to maintain what is important and valuable to you.

**Monitor Change - Smell the Cheese Often So You Know When It Is Getting Old.**

Sometimes we behave like ostriches. We bury our heads and refuse to see what's happening around us to avoid having to deal with changes that we fear.

Inspecting the world around us and keeping up with what is going on can help us see the need for change before it is forced on us. This way we can control the change to a greater extent and shape it so that it is beneficial to everyone involved.

### Adapt to Change Quickly - What Would You Do if You Weren't Afraid?

If only... things were different, if this had not happened, he/she wouldn't have done or said this or that. We often couch our fears in "if only" type statements. Our fear of the unknown is very powerful and often immobilizing.

Naming the fear and visualizing positive outcomes can be a very powerful alternative.

Some guidelines to consider:

- Do what you are most afraid of.
- Look for a new way.
- Don't make decisions based on fear.
- Help yourself and your organization.

### Change - Think, Dream and Imagine What You're Going To Do.

When You See That You Can Find and Enjoy New Cheese, You Change Course.

One of the valuable change skills Dr. Spencer Johnson discusses is the ability to think about, dream and imagine the future. Dr. Johnson tells you that the most powerful dreams are realistic, and he helps you take steps to accomplish these dreams.

Recently, many organizations have developed vision and mission statements. Often these are just exercises and the visions don't speak to the people in the organization. Yet, when these visions are alive and energizing they capture a reality that people in the organization can believe in and align their own visions with.

Dr. Johnson describes a vision process where people work together in an organization to paint a meaningful picture. Through this kind of an energizing and exciting process, they create a "true mission."

### Enjoy Change! Be Ready to Quickly Change Again and Again.

In his story, Dr. Johnson exhorts us to enjoy the process of changing. To be energized by the worlds we learn about and the new skills we gain.

Letting go of fears frees us to be open to a whole new world of experience and ideas.

It is not that we won't have failures along the way or that we won't be fearful. We will have the knowledge that continuing on and moving forward will take us to a new and, almost always better place.

Learn to read the “writing on the wall.” Look for the small, early changes that will help us adapt to the bigger ones down the road.

Next, Dr. Johnson will walk you through the process of how other individuals and organizations have utilized the Cheese story to change successfully.

### Describing Your Changing Situation

- Describe a current situation where you are experiencing change:

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- How do you *feel* about the changing situation?

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- How do you think it will turn out?

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## Using the Cheese Story

The following stories are just a few examples of the many individuals and organizations that have used the simple Cheese story to produce profound changes in themselves and their organizations.

### The Medtronic Story

The Medtronic story represents the power of dreaming and transforming your vision into a reality.

This is the story of the man who invented the first cardiac pacemaker.

The story begins when Earl Bachen's wife told him about a terrible tragedy. She had just come home from the hospital where she worked. A child had died that day when an external heart stimulator stopped working due to a power failure.

Earl started to formulate a new way to do this. His vision was to hook the heart stimulator up to powerful batteries that would not be affected by a power outage.

This solution had its limitations, especially if people needed to have the units on continuously. He modified his original vision and created a small box that could be taped to the body, but this also had some limitations. After several more tries, he decided to insert the machine into a small device that could be slipped into a pocket of skin.

The Medtronic Company is now the largest manufacturers of pacemakers in the world. It strives to continually reinvent and refine its pacemakers.

The company has found a way to cut its time to market for new products to 14 months, an industry record.

New visions are sometimes easier to conjure up than to actualize. (We've all had the experience of New Year's resolutions.) By holding onto the vision and continuing to add details, we can gain energy and excitement that will help us move forward.

### The Textron Corp. Story

Change continues to happen is the theme of this story. Dr. Johnson tells how the Textron Corporation continues to make use of the Cheese story.

Dr. Johnson describes the Textron Corp. as a very well managed company, one that uses the Cheese story actively in many ways. In speaking to a manager of one their divisions Dr. Johnson heard how this group takes advantage of change where before they lamented it.

Managers often get moved from one division to another. This is particularly true of some of the best managers. When this happened in this group, the leader of the group said that they would spend hours or even several days lamenting this change and wondering what they were going to do.

Now with language and concepts from the Cheese story, they deal with these changes very differently. First, they have learned to put plans into place to make the transition periods easier and to capture the knowledge people have before they have to leave.

Second, they see the opportunity to look at how things were done and see if a change in personnel can help the group review its work and work processes to visualize an even better future.

Also, they have learned not to fear these changes and to relax and enjoy all the different parts of the changes that happen.

### Charlie Jones, NBC sportscaster

This story is one Dr. Johnson tells frequently as an example of someone who learned to turn his anger about change into an energizing and exciting new possibility. Adapt to change quickly, let go of the old cheese.

Charlie Jones found his niche broadcasting the track and field events at the Olympics. He enjoyed his job and thought he was very good at it.

His boss moved him to broadcast swimming and diving, which were not so popular and didn't give him as much airtime and prestige. He was angry. He didn't want to give up his old cheese. He loved it! It's not fair! I'm not going to do it! These were some of the things he said to himself.

He was also fearful. He didn't know if he could learn about a new sport. He wasn't so familiar with the athletes. Would he be good at this? Slowly he began to learn about the new sport and to get to know the athletes. He found himself excited about the new things he was learning and the new people he was meeting. It was fun! He was energized and excited.

This process opened up whole new possibilities to him. He found himself writing a book and getting involved in many other activities he might not have considered had he stayed where he was.

Now you'll have the opportunity to create your own Cheese story. Following Part II of the program, you'll see how you and your organization can create a Cheese story of your own.

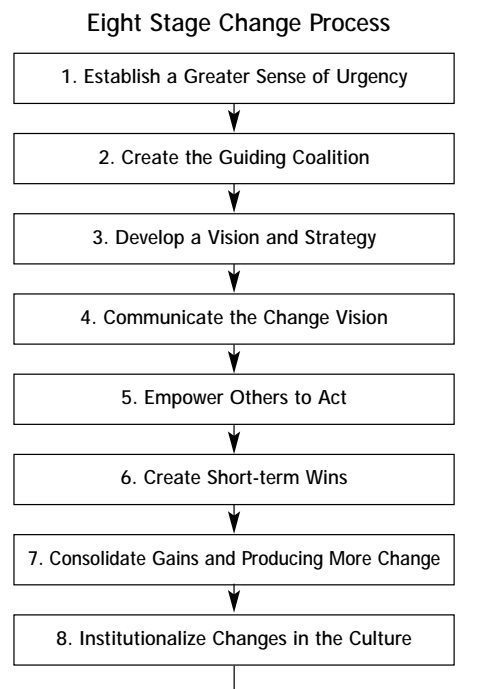
Think about where you are now in relation to the changes you will be dealing with and where you might want to be.

The Cheese story will help you get energized and enjoy the process.

### The Change Process

Dr. John Kotter of Harvard Business School is one of the world's outstanding authorities on leading change. In his award winning book, *Leading Change*, Dr. Kotter describes his Eight Stage Change Process.

This formalized approach to thinking about organizational change can help you put the Cheese story lessons into action within an organization.



## The Change Process

By looking at Kotter's Eight Stage Change Process we can begin to see how to apply the Cheese story to organizational change.

### 1. Establish a Greater Sense of Urgency

- Seriously examine the market and competitive realities
- Identify and discuss crises, potential crises or major opportunities

By reading the handwriting on the wall, Johnson tells you that when change happens, you need to anticipate it; get ready for the Cheese to move. If you don't change, the Cheese story tells you that you will become extinct.

### 2. Create the Guiding Coalition

- Put together a group with enough power to lead the change
- Get the group to work together like a team

While Johnson doesn't directly address how to make change happen in organizations, he does say that different characters in the story have different approaches and strengths in making change happen. You want the leading coalition to have people who are ready and eager to make change happen. You also need the people who are in the positions to make this happen and drive the change effort.

### 3. Develop a Vision and Strategy

- Create a vision to help direct the change effort
- Develop strategies for achieving the vision

Several common themes are evident. Both Kotter and Johnson identify the need for a strong vision, a dream of what the future should be, that will drive the shape of change.

Johnson talks about the vision pulling an organization forward. Kotter describes the vision as helping to direct the change effort.

### 4. Communicate the Change Vision

- Use every vehicle possible to constantly communicate the new vision and strategies
- Role model desired behavior to guide the coalition

By looking at Johnson's Cheese story closely, you can understand the different characters' contributions to the change process. Some of the people involved were in

a position to communicate the change vision, while others naturally involved other people whether in informal or formal team process to spread the message.

Often organizations don't take advantage of the formal and informal communication vehicles that they already have in place.

### **5. Empower Others to Act**

- Remove blockers
- Change systems or structures that seriously undermine the change vision
- Encourage risk and non-traditional ideas, activities and actions

Johnson talks about getting the Cheese story message deep into the organization where people are most likely to feel powerless and frightened of change. He also recognizes that some people will never be convinced that they can change or that change can be positive. At some point, people who seriously impede the change process may need to be removed from the maze.

### **6. Create Short-term Wins**

- Planning for some visible performance improvements
- Creating those wins
- Visibly recognizing and rewarding people who made the wins possible

Johnson talks about the importance of moving in a new direction. In his story the character is encouraged by small successes and short-term wins. As you create these short-term wins you move beyond your fear and feel free. One way to create short-term wins is to visualize the Cheese before you find it.

Moreover, when you recognize people who have adapted to change quickly and have enjoyed the change adventure, you send a strong signal to the organization about what is valued and how to get ahead.

### **7. Consolidate Gains and Produce Even More Change**

- Use increased credibility to change all systems, structures and policies that don't fit or don't fit the transformation vision
- Hire, promote, and develop people who can implement the change vision
- Reinvigorate the process with new projects, themes, and change agents
- Refrain from declaring victory prematurely



Both authors believe that change is an on-going process. Successful change efforts have a way of building momentum and laying the groundwork for successive change. You can imagine enjoying the new cheese even before you actually get it. But, be ready to change again quickly warns Johnson in his Cheese story.

### **8. Institutionalize Changes in the Culture**

- Create better performance through customer and productivity oriented behavior, more and better leadership, and more effective management
- Articulate the connections between new behaviors and firm success
- Develop means to ensure leadership development and succession

Monitor the change process. Create a culture that embraces change, enjoys the adventure, and is ready to change again quickly.

The combination of a strong future vision and an energized work force can improve productivity and creativity, resulting in better performance overall.

### **Wrap up**

By now you have probably gathered that change is one of the few constants in our lives. There are a wide variety of ways to respond to them. In the Cheese story, Dr. Johnson has helped us to learn to use change as a positive force in our lives. Remembering your sense of humor, reading the writing on the wall, and adapting quickly, you will find yourself energized and excited about new possibilities that change can bring.

Dr. Johnson discussed some of the Key Principles of Change to help you adopt the attitudes and skills that will aid you in taking full advantage of the changes in your personal and professional life.

You also heard Dr. Johnson describe how certain individuals and organizations have made use of the Cheese story. Dr. Johnson suggests ways that you can use the lessons learned by these individuals and organizations to energize your responses to change.

Finally, we had a chance to compare Spencer Johnson's wisdom to that of Dr. John Kotter, a world- expert in guiding organizational change efforts. We briefly reviewed the similarities between Dr. Kotter's Eight Stage Change Process and the change messages in the Cheese story.

**When the session has concluded...**

- Turn to the end of these materials. Complete the Participant Evaluation Form on page 42 and return it to your Site Coordinator.
- Your feedback is integral to ensuring the integrity of this and future programs. We take pride in providing relevant, thought-provoking, and enlightening programs. But we rely on you to help us make it happen!

## **SECTION 2**

### **The Leadership Assessment Instrument™**

Excerpted from The Leadership Assessment Instrument™ and Development Guide,  
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## About the Leadership Assessment Instrument™

The Leadership Assessment Instrument™ (LAI) was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

The five categories the instrument assesses are:

1. Focused drive
2. Emotional intelligence
3. Building trust/enabling others
4. Conceptual thinking
5. Systems thinking

Each competency and each skill has a definition and an associated set of behaviors that demonstrate that competency or skill. Additionally, each competency is described by ten of these behaviors and each skill by five. Furthermore, the ten behaviors for each competency are organized into two groups of five, each corresponding to a component of that competency.

Let's take a closer look at the five competency categories in greater detail.

### Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal—a balance between the components of:

- Focus: The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.
- Drive: The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

### Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness—a balance between the components of:

- Perception: The ability to read the emotions and thoughts of others through the use of insight and analytical skills.
- Emotional Maturity: The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

### Trusted Influence

The competency of evoking trust from others and placing trust in others to enable them to succeed—a balance between the components of:

- **Commitment:** The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.
- **Empowerment:** The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

### Conceptual Thinking

The competency of conceiving and selecting innovative strategies and ideas for your organization—a balance of the components of:

- **Innovation:** The ability to create/enhance ideas, products, and services that lead to bottom-line success.
- **Big-Picture Thinking:** The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

### Systems Thinking

The competency of rigorously and systematically connecting processes, events and systems—a balance between the components of:

- **Mental Discipline:** The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.
- **Process Orientation:** The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

While today's program is most relevant to focused drive and emotional intelligence, having an awareness of your rating in each area provides insight and may make today's program more meaningful. Instructions for completing and scoring the assessment are provided on the following pages.

### Purpose and overview

The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Please complete the instrument by assessing your own behaviors and skills according to the directions below. Be honest—the more rigorous you are, the better you can target your developmental needs. Remember, the instrument is meant to assess how you believe that you actually are; not how you think that you should be.

### Directions

For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thoughts, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the following scale:

3 = I often demonstrate this behavior

2 = I sometimes demonstrate this behavior

1 = I hardly ever demonstrate this behavior

Use the enclosed answer sheet (page 25) to record your answers. After recording your answers, add up the totals for each competency and then transfer the overall competency scores to the competency profile sheet on page 249.

**Leadership Self-Assessment questions**

1. I balance multiple tasks and prioritize when faced with limited time and/or resources.
2. I create a positive environment—even when it appears “all is lost”—by expressing optimism and offering encouragement to team members.
3. I keep a mental record of every commitment that I make and follow through on my promises.
4. I steer through ambiguity and “information clutter” to resolve complex problems.
5. I ask questions to try to piece together “unrelated” information, events, etc.
6. I build momentum by spending 90 percent of my time on the top 10 percent of my priority list.
7. I view my “wins” with pride and humility.
8. I operate by a value-driven work philosophy that is grounded on clear principles.
9. I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project.
10. I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities.
11. I display single-mindedness in unstoppably directing my energy at specific targets.
12. I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles.
13. I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization.
14. I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization.
15. I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem.
16. I find a way to “get it done” and will sacrifice personally to reach the goal line.
17. I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand.
18. I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal.

**Leadership Self-Assessment continued**

19. I consult outside resources (e.g., magazines and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities.
20. I take into account the potential implications of a decision on other people/departments within the organization before moving forward.
21. I stay the course mentally despite potential distractions and disruptions to my primary focus.
22. I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger).
23. I help build shared goals and values to reinforce individual commitment to the organization.
24. I create viable new business ideas by thinking "out of the box," as well as in a sound business fashion.
25. I build and connect processes within my organization to assure that implementation remains constant and reliable.
26. I display stamina, energy, and intensity in achieving high standards of performance.
27. I express myself in consistent moods that invite participation and further communication with others.
28. I provide honest, clear feedback by focusing on the issue (and not the person) so that the person will accept and consider the feedback.
29. I ask "What if?" questions and play out scenarios to test new business ideas that challenge the status quo.
30. I assure that new ideas are integrated with established procedures/processes so that the organization can digest the new ideas.
31. I act decisively, with a passion for making things happen.
32. I recognize and consider the emotions and feelings of others before taking action.
33. I articulate a goal or vision and motivate others to help me reach that goal/vision.
34. I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential.
35. I create synergy by involving the "right people" in all phases of work design and operational implementation.



**Leadership Self-Assessment continued**

36. I demonstrate boldness in striving for ambitious goals rather than settling for the safety of achievable results.
37. I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's own unique makeup.
38. I create shared responsibility among team members by building participation in decision making and delegating key tasks/functions.
39. I take the time to check whether a new idea is feasible before proceeding.
40. I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others.
41. I seek—and find—creative solutions to obstacles blocking the path to the goal line.
42. I accept rejection with grace and renewed determination, modeling to others how to handle failure.
43. I display trust in others by giving them additional responsibilities—and providing them with the appropriate tools and resources necessary to carry those responsibilities out.
44. I seek better solutions to problems instead of falling back on established protocol.
45. I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not “reinvent the wheel.”
46. I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal, as well.
47. I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities.
48. I successfully help individuals and teams reach higher levels of performance, e.g., by displaying confidence in them at critical junctures.
49. I act receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner.
50. I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes.

### Leadership Self-Assessment answer sheet

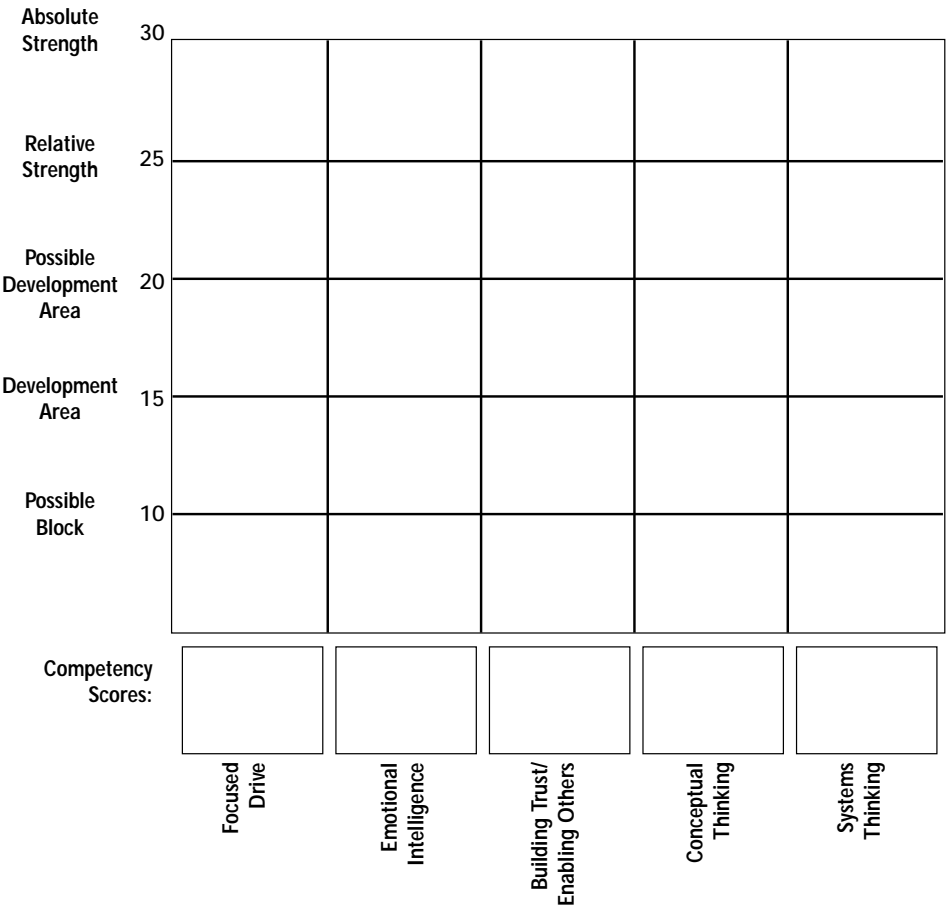
Focused Drive	Emotional Intelligence	Building Trust/ Enabling Others	Conceptual Thinking	Systems Thinking
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
26. _____	27. _____	28. _____	29. _____	30. _____
31. _____	32. _____	33. _____	34. _____	35. _____
36. _____	37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____	45. _____
46. _____	47. _____	48. _____	49. _____	50. _____
<b>TOTALS:</b>				
_____	_____	_____	_____	_____

Individual Development Planning:

Leadership Competencies

Competency Profile Sheet

- 1. Transfer your overall competency scores from the answer sheet to the corresponding boxes below.
- 2. Plot points on the graph using the scale on the left.
- 3. Connect the dots to see your overall competency profile.



## **SECTION 3**

### **The Leadership Development Guide**

The following activities are excerpts from the Leadership Development Guide, a guide researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. These activities were selected because of their relevance to today's program.

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## Developing the Skill of Change Management

### Definition

The skill of adapting to and thriving in times of internal or external change.

### Behaviors

- Can successfully provide a visible anchor for others in times of great change, e.g., by reaffirming key goals/values
- Can help detect/resolve team breakdowns resulting from change
- Can convince others of the need for change due to critical organizational objectives
- Can develop new skills or behavior to adapt to turbulent times and continual change
- Can recognize (and help remedy) individual/collective barriers to the implementation of change

### Exercise: The Wisdom to Know the Difference

There's a famous saying, "May God grant me the strength to change the things I can, the patience to accept the things I can't, and the wisdom to know the difference."

One of the greatest barriers to productivity in times of change is worry-about contingencies, about personal risk, about organizational outcomes. At times, people find this worry literally paralyzing; every alternative appears fraught with peril, so they end up doing nothing-even though doing nothing is itself a choice with its own consequences.

If worry is a problem for you, try this exercise.

1. Consider a change you are currently experiencing, either on the job or in your personal life. Write down every worry you have regarding the change.

2. Now divide these worries into two categories: Those you have at least some control over, and those you don't have control over.
  - For the worries you have at least some control over, identify and commit to the actions you can take to minimize the possibility of the worry coming to pass.
  - For each worry over which you have no control, identify what you will do if it comes to pass.

### Exercise: Planning A Change

Consider a change you tried unsuccessfully to implement. Answer the following questions about the change:

1. Was a sense of urgency established?
2. Was the urgency used to build a powerful coalition to sponsor the change?
3. Was a shared vision created?
4. Was the vision communicated to the organization?
5. Were others provided the necessary skills, resources, and incentives that enabled them to act on the vision?
6. Were short-term wins planned for and created?
7. Was the change reinforced as a means to sustain it?

If you are unable to answer “yes” to one or more of these questions, you may have uncovered the reasons for the difficulties you have encountered. Test this diagnosis by discussing it with your colleagues or others who were involved in or affected by the change.

If the change is one you are currently implementing, adjust your plans to incorporate what you've learned.

### Daily Practices

Many of us have an innate bias against change, either because we fear it will impact our interests, because we are comfortable in our current routine, because we were not involved in designing the change, or for other reasons. While a certain level of caution is good, this bias against change can lead to missed opportunity and conflict with others.

One way to diagnose this bias in yourself is to monitor your first, instinctive response when you hear of any actual or proposed change. If you tend to think or speak first about the risks of the change, the difficulties involved in implementing the change, or the negative consequences of the change, you likely have this anti-change bias to one degree or another.

To begin moving toward a more balanced stance toward change, practice changing the questions you ask about changes:

- “How will this change benefit me?”
- “How will it benefit the organization?”
- “What will I/we learn from the change?”
- “What are the new opportunities opened up by the change?”

Often the single greatest obstacle to change is the perception of those affected by the change. Typically, resistance occurs when there is a perception that:

- The change harms people’s interests (by reducing power, affecting job security and/or income, and so on).
- The change is not being communicated honestly.

When communicating about a change, therefore, ask yourself:

- What’s in it for those affected by the change?
- If the answer is “nothing,” expect resistance.
- Can I communicate honestly and completely about the change?

If the answer is “no,” expect resistance. People will fill in the information gaps with their own interpretations, which will usually be unfavorable to the change you wish to make.

- Use a change methodology or model to take a disciplined approach to planning and implementing changes. Such models usually consist of a series of steps and/or a series of questions. John Kotter’s model, introduced in the first exercise above, is just one example of such a methodology.

- Regularly read a high-quality newspaper, news journal, or business journal. Look for examples of change efforts, whether in the past or ongoing, successful or unsuccessful, and analyze them in terms of a change model. If the efforts are completed, try to identify what made them successful or unsuccessful; if they are in progress, try to predict their likelihood of success.

### Activities, Assignments, and Projects

Assign yourself the task of identifying a person in your organization who has been successful at implementing change. Interview this person and ask the following questions:

- What are the critical success factors for implementing change?
- What are the critical mistakes people tend to make when trying to implement change in this organization?
- Describe a change you implemented successfully and what made it successful.
- Describe a change you were unsuccessful in implementing and what made it unsuccessful.

You might also structure the conversation by asking the person to discuss a successful change in terms of the seven steps for implementing change from Kotter's model introduced in the second exercise, above.

If you can't interview the person, you might analyze a successful change they implemented by considering each of the seven questions introduced in the second exercise.

- Participate in a change effort in your organization. This might involve a large change such as introducing or redesigning a process, implementing a new strategy, or restructuring. It might also involve a small, simple change, such as changing a personnel policy, adjusting a standard operating procedure, or redistributing responsibilities in your group. Be prepared to find that some "simple" changes are not so simple after all!
- Participate in a change effort in your community. This might involve building support for a new community program, working door-to-door to gain signatures on a petition, or even volunteering in an election campaign.



### Readings and Other Self-Study Resources

- Block, Peter, *The Empowered Manager: Positive Political Skills at Work*. Jossey-Bass, 1990. Block shows managers how to break out of the bureaucratic mode of thinking and take more responsibility for the workings of their unit. He explains how managers can become empowered to make positive changes in their organization and develop an entrepreneurial spirit in themselves and in members of their unit.
- Cohen, Allan C., and David L. Bradford, *Influence without Authority*. John Wiley and Sons, 1990. The authors offer powerful new techniques for cutting through interpersonal and interdepartmental barriers, and for motivating people over whom you have no authority.
- Connor, Daryl, *Managing at the Speed of Change*. Villard Books, 1992. In today's world, it's not enough to recognize that you and the way you do business need to change. You must know how to make changes quickly, effectively, economically, and with as little political fallout as possible. Everywhere, concern is heard about those trying to adapt to the rapid flux created by an uncertain economy, ever-changing market demands, and the threat of international competition. The author teaches managers to negotiate these future transitions.
- Handy, Charles, *The Age of Paradox*. Harvard Business School Press, 1994. The author suggests that in order to live and succeed in a rapidly changing world, we must organize in our minds the confusion generated by these changes before we can do anything about them. Managing business, family, education, money, and relationships are just some of the many topics covered. Through a discussion of these topics, strategies for maintaining a sense of continuity and direction and balancing personal and professional responsibilities are provided.
- Kanter, Rosabeth Moss, *The Change Masters*. Simon and Schuster, 1983. This book vividly demonstrates that when environments and structures are hospitable to innovation, people's natural inventiveness and power skills can make almost anything happen. Kanter's book is an indispensable guide for individuals who seek to realize their entrepreneurial potential, for corporate leaders who want to see their companies grow, and for all those concerned with the economic future of the nation. Included are searches for innovation by companies such as Hewlett-Packard, General Electric, Polaroid, General Motors, and Honeywell.
- Kotter, John P., *Leading Change*. Harvard Business School Press, 1996. The author examines the efforts of more than 100 companies to remake themselves into better competitors. He identifies the most common mistakes leaders and managers make in attempting to create change and offers an eight-step process to overcome the obstacles and carry out the firm's agenda.
- Kotter, John P., "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, March/April 1995. This article is a condensed version of the author's book listed above.

- Machiavelli, Niccolo, *The Prince*. Prometheus Books, 1986. Although writing for the leaders of rough-and-tumble Renaissance Italy, Machiavelli offers much of value to the modern leader, both in positive and negative models of how to influence large groups under complex circumstances.
- O'Toole, J., *Leading Change*. Ballantine Books, 1996. True leaders lead by encouraging, not oppressing. And the finest leaders have always shared leadership with their followers. Rather than dictating, they create organizations that welcome change and self-reevaluation, and they foster an atmosphere of open-mindedness and fresh thinking. This book proposes a new vision of leadership, one rooted in moral values and a consistent display of respect for all followers.
- Smith, Douglas K., *Taking Charge of Change*. Addison-Wesley, 1996. This book provides deep insight into organizational psychology and practical steps for mastering it. The author discusses the diagnostic tools needed to assess an organization's particular needs for change and provides the tool kit required to implement the changes.
- Troy, Kathryn, *Change Management: Communication's Pivotal Role*. The Conference Board, 1995. To deal with the challenges of communicating effectively in a fast-changing business environment, companies are taking several initiatives. Most notably, they are working to better define audiences and messages, develop the communication capabilities of managers and employees, and use emerging technologies to maximum advantage. This study documents their progress to date and discusses how to implement change strategies and measure results. It is based on a survey of 130 U.S. and European companies and contains nine company exhibits.

## Developing the Skill of Communication

### Definition

The skill of communicating and relating to a broad range of people internally and externally

### Behaviors

- Can represent and articulate viewpoints in a way that positively influences the dialogue
- Can communicate effectively with individuals up, down, and across the organization
- Can distill ideas into focused messages that inspire support/action from others
- Can present opinions accurately and persuasively—both one-on-one and to a group
- Can effectively channel his/her communication with all those who need to be informed

### Exercise: Analyzing Your Communication

Reflect on a recent purposeful communication you made that didn't have the effect you intended. The audience might have been one person or many, someone you know or people you don't know. The medium might have been a face-to-face conversation, the phone, an e-mail, a memo, a speech, or any other type.

1. Answer these questions about the communication:
  - What was the purpose of the communication?
  - Who was the audience for the communication?
  - How did the content of the communication affect the interests and needs of the audience?
2. Was the medium used appropriate in light of the communication's purpose, the audience, and the audience's interests and needs?

If the answer to the second question is "no," identify now what would have been an appropriate medium.

3. Now answer these questions:

- How did you “frame” the message?
- Was this frame appropriate in light of the purpose, the audience, and the audience’s interests and needs?

If the answer to the second question is “no,” consider now how you would reframe the message.

Exercise: Visualizing Your Communication

Reflect on a recent purposeful communication you made that didn’t have the effect you intended. The audience might have been one person or many, someone you know or people you don’t know. The medium might have been a face-to-face conversation, the phone, an e-mail, a memo, a speech, or any other type.

1. Use your imagination to put yourself in the place of someone who received the communication. Specifically, imagine that you are that person and are just about to receive the communication.
  - What are you doing?
  - How are you feeling?
  - What is your relationship to the sender?
  - What is your opinion of the sender (e.g., the level of trust and respect)?
2. Now, still putting yourself in that person’s place, imagine actually receiving the communication.
  - What is the message you get?
  - How do you feel about the message?
  - What do you want to do in response to the message?
3. Now that you’ve visualized the other person’s experience of your communication, consider whether you like what you’ve “seen.” How, if at all, would you change the communication if you could do it over again?

### Daily Practices

- Audiotape or videotape one or more of your presentations and review them critically with someone you trust.
- Identify someone you respect as an effective communicator in an area in which you need development, such as presentations or one-on-one conversations. Observe their style and the techniques they use, and experiment with incorporating these into your own communication.
- As a leader, a key aspect of your communication competency is your ability to create an environment in which people communicate frequently and openly with one another. To achieve this, try creating a regular forum for communicating with your peers or those who report to you. This should provide opportunities for both presentation and discussion of information, rather than simply “information dumps.”

For example, you might design your staff meetings so that you are not the sole disseminator of information. Involve those who report to you in giving updates on departmental, divisional, and/or organizational news and sharing other relevant information.

Alternatively, you might hold breakfast “brainstorming” meetings, where you encourage a freewheeling discussion of issues, problems, and opportunities.

- One of the keys to communicating effectively is making our reasoning clear, and helping others make their reasoning clear.

When stating your point of view (“advocating”), follow these three steps:

1. State your opinion: “I think/believe/want X.”
2. Explain your reasoning: “I think/believe/want X, because . . .”
3. Ask for the listener’s feedback: “What do you think of this reasoning?”

When listening to others (“inquiring”), follow these three steps:

1. Pay careful attention.
2. Summarize or paraphrase what you hear, and ask for confirmation: “I hear you saying that . . . Is that right?”
3. Ask the other person to explain their reasoning: “That’s interesting. What’s the reasoning behind your point of view?”

- Speak regularly with people at different levels and from other functions and divisions of the organization. When doing so, pay special attention to
  - The language they use
  - How they respond to the language you use
  - The issues and themes they are most concerned with

Be prepared to find very different kinds of language, issues, and communication styles—communication "subcultures," as it were. Experiment with how you communicate with people in each of these "subcultures," until you find what works.

- Plan more carefully the messages you convey to others, whether in one-on-one conversations, presentations, or organizational communications. To do this, ask yourself three questions:
  1. What is the purpose of the message I want to convey?
  2. Who needs to have the information, either because
    - It is necessary for them to do their job?
    - It affects their interests (security, power, finances) in some way?
    - They believe they ought to know?
  3. How are their needs and interests affected by the content of the message?

Based on the answers to these questions, choose an appropriate medium for the message and "frame" the message accordingly.

#### Activities, Assignments, and Projects

- Seek opportunities to develop and make presentations to large or small groups in your business or your community. For example, you might take on responsibility for providing regular updates to your management, your peers, or those who report to you.
- Volunteer to participate on or lead a cross-functional and/or cross-divisional team.
- Take a cross-functional assignment in a sales or marketing role, in which you are responsible for designing and/or communicating messages to customers.
- Read the texts of famous speeches, such as those by Nelson Mandela, Martin Luther King Jr., Margaret Thatcher, Franklin Roosevelt, or Vaclav Havel. Pay special attention to their ability to distill ideas into focused messages that inspire support and action from others.

### Readings and Other Self-Study Resources

- Brown, Juanita, and David Isaacs. "Conversation as a Core Business Process." *The Systems Thinker*, Pegasus Communications, Inc., 1996.
- Decker, Bert, *You've Got to Be Believed to Be Heard*. St. Martin's Press, 1992. Effective communication is essential in business and in everyday life. The most powerful communicators reach not just our minds, but our hearts: they win our trust. In this book, the author distills his expertise into a fresh new approach to speaking, with examples and how-to exercises that are easy to follow. The book emphasizes how to win the emotional trust of others—the true basis of communicating in any situation.
- Donnellon, Anne, *Team Talk*. Harvard Business School Press, 1996. *Team Talk* will help managers and team members develop a clearer picture of the whole organization—its strengths, its weaknesses, and its ability to support teams—as reflected in the way its teams communicate every day.
- Dumaine, Deborah, *Write to the Top*. Random House, 1989. This book provides a proven, six-step method for writing high-impact, audience-focused business communications. It helps you to plan your strategy, get started quickly, organize your ideas, create visual impact, and achieve the results you want.
- Gudykunst, William B., *Bridging Differences: Effective Intergroup Communication*. Sage Publications, 1994. This book is particularly useful for those who work with people from different cultural and ethnic backgrounds. The author shows how stereotypes lead to ineffective communication, including misinterpretation of messages we receive from members of cultural and ethnic groups different from our own.
- Larkin, T.J., and S. Larkin, "Reaching and Changing Frontline Employees." *Harvard Business Review*, May/June 1996. Despite research showing that frontline employees prefer to receive information from their supervisor (the person to whom they are closest), companies continue to depend on charismatic executives to inspire their troops. This doesn't work because frontline supervisors are the real opinion leaders in any company. Senior managers must discuss a change face-to-face with supervisors, who will pass information along to their subordinates. Communication between frontline supervisors and employees counts the most toward changed behavior where it matters most: at the front line.
- McCallister, Linda, Ph.D., *I Wish I'd Said That*. Wiley & Sons, 1992. The author describes in detail the six major styles of communication: Nobel, Socratic, Reflective, Magistrate, Candidate, and Senator. By identifying and recognizing these communication styles, you can learn how to control interactions without building a resentment. Also provided is a Communication Style Profile test so you can identify your communication style and learn how to communicate more effectively.

- Pearce, T., *Leading Out Loud*. Jossey-Bass, 1995. The most effective leader is the one who can “lead out loud,” connecting people with a vision and inspiring them to make that vision their own. This veteran communication consultant shows that the best way to get true commitment, not just compliance, is to speak from the heart. The speeches of Ross Perot, Hillary Rodham Clinton, Anita Roddick, and others are analyzed.
- Tannen, Deborah, *You Just Don't Understand*. Ballantine Books, 1991. This book focuses on the sense of frustration that men and women feel when trying to communicate with each other. The author uses examples ranging from real life to literary realism, demonstrating how—even in the closest relationships—women and men live in different worlds.
- Woodall, Marian K., *How to Think on Your Feet*. Warner Books, 1993. This concise book provides techniques for improving the quickness and quality of responses to difficult questions. The author also provides guidance on how to quickly and clearly formulate answers, as well as improve the delivery of the communication.



**SECTION 4**

**Forms**

# Managing Change

## Question Sheet

Use this form to write your question for Spencer Johnson or for discussion among your colleagues. Please write clearly.

Name (optional) -----

Organization -----

Location -----

Your question (25 words or less):

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Tel     1-800-489-8814 (from within U.S.)  
         801-303-7412 (from outside U.S.)

Fax     1-877-892-0170 (from within U.S.)  
         646-349-3661 (from outside U.S.)

Email   leadership2001@linkage-inc.com

# LINKAGE EXCELLENCE IN MANAGEMENT & LEADERSHIP EVALUATION FORM

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.

NAME \_\_\_\_\_ TITLE \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

**Please indicate functional area (only circle one):**

Finance Human Resources Manufacturing/Operations Marketing R&D Sales Other (specify) \_\_\_\_\_

**How many people do you have reporting to you (include all levels)?** Number: \_\_\_\_\_

**Please indicate your job level (only circle one):**

☐ President or Officer ☐ Vice President or Director ☐ Manager/Supervisor ☐ Team Leader ☐ Sales Rep.

☐ Customer Service Rep. ☐ HR, T&D, OD Practitioner ☐ Other: \_\_\_\_\_

**1) Please indicate a rating for each of the following evaluation criteria by checking the appropriate box.**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Length of Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective presenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful participant materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful question and answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live (versus taped) broadcast important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2) Please give a general overall comment about the program.** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**3) Can Linkage use this comment for promotional purposes (including name and organization)?** YES NO

**4) On a scale of 1-10 (10 = Outstanding), how would you rate this satellite broadcast session?** Rating: \_\_\_\_\_

**5) How many viewers would you estimate attended this event (in the room with you)?** Number: \_\_\_\_\_

**6) Which speakers are you most interested in seeing at the next Linkage Satellite (Distance Learning) Learning Series?**  
(Please rate your top ten, "1" being most interested, "10" being least interested)

\_\_\_\_ Peter Senge  
\_\_\_\_ Steve Case  
\_\_\_\_ Maya Angelou  
\_\_\_\_ Doris Kearns Goodwin  
\_\_\_\_ Francis Hesselbein  
\_\_\_\_ Michael Hammer  
\_\_\_\_ Gary Hamel  
\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_ Jeff Bezos  
\_\_\_\_ Clayton Christensen  
\_\_\_\_ Don Tapscott  
\_\_\_\_ Michael Porter  
\_\_\_\_ John Kotter  
\_\_\_\_ Noel Tichy  
\_\_\_\_ James Champy

\_\_\_\_ Carly Fiorina  
\_\_\_\_ William Bridges  
\_\_\_\_ Nicholas Negroponte  
\_\_\_\_ Tom Peters  
\_\_\_\_ Anna Quindlen  
\_\_\_\_ Andy Grove  
\_\_\_\_ John Chambers

PLEASE RETURN THIS FORM TO YOUR SITE COORDINATOR OR FAX TO 781-862-2355.